

OFFICE OF THE CLERK,
HOUSE OF REPRESENTATIVES,
Washington, DC, March 6, 2009.

Hon. NANCY PELOSI,
The Speaker, House of Representatives,
Washington, DC.

DEAR MADAM SPEAKER: Pursuant to the permission granted in Clause 2(h) of Rule II of the Rules of the U.S. House of Representatives, the Clerk received the following message from the Secretary of the Senate on March 6, 2009, at 1:47 p.m.:

That the Senate passed H.J. Res. 38.

With best wishes, I am

Sincerely,

LORRAINE C. MILLER,
Clerk of the House.

NAPOLITANO IS WRONG TO INVESTIGATE THE INVESTIGATORS

(Mr. SMITH of Texas asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. SMITH of Texas. Mr. Speaker, recently Homeland Security agents in Washington State arrested an illegal immigrant gang member, discovered he worked at a manufacturing plant, then began to investigate the employer and arrested 28 illegal immigrants. Instead of praising their good work, though, Secretary Napolitano said she would investigate the investigators. Amazing.

Secretary Napolitano took the wrong side. She should stand up for U.S. citizens and legal immigrant workers, not the illegal immigrants who take their jobs. She should stand up for the law enforcement officers who are doing their jobs, not the special interests who favor amnesty.

It does not bode well for citizens and legal immigrant workers alike that when it comes to worksite enforcement, this administration is investigating the investigators instead of the law breakers.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 4 of rule I, the Speaker signed the following enrolled joint resolution on Friday, March 6, 2009:

H.J. Res. 38, making further continuing appropriations for fiscal year 2009, and for other purposes.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Record votes on postponed questions will be taken after 6:30 p.m. today.

□ 1415

SENSE OF HOUSE REGARDING NATIONAL SCHOOL BREAKFAST PROGRAM

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 210) expressing the sense of the House of Representatives that providing breakfast in schools through the National School Breakfast Program has a positive impact on classroom performance.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 210

Whereas breakfast program participants under the Child Nutrition Act of 1966 include public, private, elementary, middle, and high schools, as well as rural, suburban, and urban schools;

Whereas at least 16,000 schools that participate in the National School Lunch Program do not participate in the National School Breakfast Program;

Whereas in fiscal year 2008, 8,520,000 students in the United States consumed free or reduced-price school breakfasts provided under the national school breakfast program established by section 4 of the Child Nutrition Act of 1966;

Whereas less than half of the low-income students who participate in the National School Lunch Program also participate in the school breakfast program;

Whereas in fiscal year 2008, 60 percent of school lunches served, and 80 percent of school breakfasts served, were served to students who qualified for free or reduced priced meals;

Whereas the current economic situation, including the increase of nearly 3 percent in the national unemployment rate in 2008, is causing more families to struggle to feed their children and to turn to schools for assistance;

Whereas implementing or improving classroom breakfast programs have been shown to increase the participation of eligible students in breakfast consumption dramatically, doubling, and in some cases tripling, numbers, as evidenced by research in Minnesota, New York, and Wisconsin;

Whereas making breakfast widely available through different venues or a combination thereof, such as in the classroom, obtained as students exit their school bus, or outside the classroom, has been shown to lessen the stigma of receiving free or reduced-price breakfast, which often prevents eligible students from obtaining traditional breakfast in the cafeteria;

Whereas providing free universal breakfast, especially in the classroom, has been shown to significantly increase school breakfast participation rates and decrease absences and tardiness;

Whereas studies have shown that access to nutritious programs such as the National School Lunch Program and National School Breakfast Program helps to create a strong learning environment for children and helps to improve children's concentration in the classroom;

Whereas providing breakfast in the classroom has been shown in several instances to improve attentiveness and academic performance, while reducing tardiness and disciplinary referrals;

Whereas students who eat a complete breakfast have been shown to make fewer mistakes and work faster in math exercises than those who eat a partial breakfast;

Whereas studies suggest that eating breakfast closer to classroom and test-taking time improves student performance on standardized tests relative to students who skip breakfast;

Whereas studies show that students who skip breakfast are more likely to have difficulty distinguishing among similar images, show increased errors, and have slower memory recall;

Whereas children who live in families that experience hunger have been shown to be more likely to have lower math scores, face an increased likelihood of repeating a grade, and receive more special education services;

Whereas studies suggest that children who eat breakfast have more adequate nutrition and intake of nutrients, such as calcium, fiber, protein, and vitamins A, E, D, and B-6;

Whereas studies show that children who participate in school breakfast programs eat more fruits, drink more milk, and consume less saturated fat than those who do not eat breakfast;

Whereas children who fail to eat breakfast, whether in school or at home, are more likely to be overweight than children who eat a healthy breakfast on a daily basis; and

Whereas March 2 through March 6, 2009, is National School Breakfast Week: Now, therefore, be it

Resolved, That the House of Representatives—

(1) recognizes the importance of the National School Breakfast Program and its overall positive effect on the lives of low-income children and families, as well as its effect on helping to improve a child's overall classroom performance;

(2) expresses support for States that have successfully implemented school breakfast programs in order to improve the test scores and grades of its participating students;

(3) encourages States to strengthen their school breakfast programs by improving access for students, to promote improvements in the nutritional quality of breakfasts served, and to inform students and parents of healthy nutritional and lifestyle choices;

(4) recognizes the need to provide States with resources to improve the availability of adequate and nutritious breakfasts;

(5) recognizes the impact of nonprofit and community organizations that work to increase awareness of, and access to, breakfast programs for low-income children; and

(6) recognizes that National School Breakfast Week helps draw attention to the need for, and success of, the National School Breakfast Program.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. WOOLSEY) and the gentleman from Kentucky (Mr. GUTHRIE) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. WOOLSEY. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous material on H. Res. 210 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Ms. WOOLSEY. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H. Res. 210, a resolution expressing the sense of Congress that providing breakfast in school has a positive impact on classroom performance.

We all know that breakfast is the most important meal of the day. Good nutrition is an essential part of a child's ability to grow and to thrive. According to the Center on Hunger, Poverty and Nutrition, hungry children have less energy for cognitive and social activities, which undermines their ability to learn.

The National School Breakfast Program was established as a pilot program by the Child Nutrition Act of 1966 and made permanent in 1975. The program was created to ensure that all low-income students start the school day with a nutritious breakfast and enter the classroom ready to learn.

Over the last five decades, Mr. Speaker, the National School Breakfast Program has continued to grow. It now operates in more than 85,000 public and nonprofit schools and residential care institutions nationwide. In 2007 over 10 million children participated in the National School Breakfast Program each and every day.

Feeding our children a nutritious breakfast is one of the most important ways we can ensure that students get the most out of their education. Eating close to the start of the school day has improved students' memory, problem-solving skills, and performance on standardized tests.

In addition to improving academic performance, Mr. Speaker, school breakfast programs have been shown to decrease absences, tardiness, and disciplinary problems among all students. In the State of Maryland, for example, referrals to the office decreased by 20 percent when classroom breakfast programs were implemented.

Children who eat a nutritious breakfast have better overall nutrition, maintain higher levels of important nutrients, and are less likely to be overweight than children who do not eat breakfast, combating child obesity, which is so important to our country. And in the past two decades, the number of overweight American children, Mr. Speaker, age 6 to 11 has actually doubled.

Making certain that children eat a healthy and nutritious breakfast is an important part of the effort to solve the public health crisis. Across the Nation millions of children go to school hungry every single day. Although 80 percent of institutions that operate a school lunch program also offer a school breakfast program, participation is much lower in the breakfast program. Only about one in three students who qualify for the free and reduced lunch program actually receive breakfast at school. Participation is low because of a variety of reasons, including inadequate time for an in-school meal and the stigma attached to eating breakfast at school.

Mr. Speaker, as a strong supporter of the school breakfast program, I've always believed that every child should be able to participate in program. I helped to establish a pilot program to test the benefits of a universal school

breakfast program in six school districts, including Santa Rosa in my congressional district. And I strongly support providing breakfast for every child, regardless of need.

Providing nutritious breakfasts is a simple but important way to make sure students are more successful in school and helps to set them on the path toward a healthy lifestyle. By making breakfast more widely available, we would be able to share these educational, behavioral, and nutritional benefits with even more of our Nation's young people.

Mr. Speaker, once again I express my support for the National School Breakfast Program, and I thank my colleague Congresswoman MOORE for introducing this important resolution.

Mr. Speaker, I reserve the balance of my time.

Mr. GUTHRIE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 210, expressing the sense of the House that providing breakfast in schools through the National School Breakfast Program has a positive impact on classroom performance.

Created as a pilot program in 1966 and made permanent in 1975, the National School Breakfast Program helps schools serve breakfast to "nutritionally needy" children. The program focuses on those schools where assistance is needed to provide adequate nutrition for students. In fiscal year 2007, over 10.1 million children participated in the school breakfast program each day. Of those, 8.1 million received their meals for free or at a reduced price. Participation has steadily grown over the years from only half a million children in 1970.

The School Breakfast Program is administered in nearly 84,000 schools and institutions by the U.S. Department of Agriculture's Food and Nutrition Service through State education agencies, in agreements with local school food authorities.

Public or nonprofit private schools serving grades K-12 and public or nonprofit private residential child care institutions may participate in the school breakfast program. School districts and independent schools that choose to take part in the breakfast program receive cash subsidies from the U.S. Department of Agriculture for each meal they serve. In return, they must serve breakfasts that meet Federal requirements, and they must offer free or reduced-price breakfasts to eligible children.

Last week schools throughout the country celebrated National School Breakfast Week. During the week, school cafeterias nationwide encouraged students to begin their day with a healthful, nutritious school breakfast.

While many States that have implemented school breakfast programs have seen encouraging outcomes, the problem of childhood hunger persists. The Federal child nutrition programs

are helping to end childhood hunger and promote nutrition and wellness, especially in terms of assisting those most in need of beneficial nutrition.

I stand in support of this resolution recognizing the importance of the National School Breakfast Program and the positive impact a nutritious breakfast can have on a child's ability to learn, grow, and develop to their fullest potential.

I ask for my colleagues' support.

Mr. Speaker, I reserve the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I am pleased to yield such time as she may consume to the gentlewoman from Wisconsin, GWEN MOORE.

(Ms. MOORE of Wisconsin asked and was given permission to revise and extend her remarks.)

Ms. MOORE of Wisconsin. Mr. Speaker, I rise today to express my strong support for the National School Breakfast Program, H. Res. 210.

This resolution really elucidates the importance of school breakfast programs and their positive impact on a child's overall academic performance. And, again, I want to thank the Education and Labor Committee for bringing this resolution forward in honor of National School Breakfast Week.

Mr. Speaker, every 35 seconds a child is born into poverty in the United States of America. In fact, as a Nation, we have seen an increase in children living in poverty up to nearly 3 million children, with children representing a disproportionate share of the poor in the United States, as they're 25 percent of the total population but 35 percent of the poor in our population.

And to the extent that the parents of children are responsible for their well-being, the unemployment rate, which has risen from 7.6 percent to 8.1 percent and just in the last month losing 651,000 jobs, 3.6 million jobs lost in the last year, this has caused families to struggle even more to feed their children, and they need to turn to schools for this much-needed assistance.

I can tell you that a study done by the Massachusetts General Hospital in conjunction with Harvard Medical School concluded that children who are at nutritional risk have significantly poorer attendance, punctuality, and grades. But it also showed that these same parents that are responsible for taking care of them self report that food insufficiency means that their children have repeated a grade in school, they have lower scores on standardized tests, lower grades in math, and more days tardy and absent from school.

Studies have also shown that students who fail to eat an adequate breakfast increase their chances for being overweight than children who eat a healthy breakfast on a daily basis.

Fortunately, Mr. Speaker, these data show that providing breakfast in school has been able to improve attentiveness and academic performance while reducing tardiness and disciplinary referrals.

I just want to mention that these school breakfasts must meet the nutritional standards under the dietary guidelines for Americans, which recommend no more than 30 percent of an individual's calories come from fat and less than 10 percent from saturated fat. In addition, breakfast must provide one-fourth of the recommended daily allowance for protein, calcium, iron, vitamin A, vitamin C, and calories. And I mention this because this might be the best meal the children have all day long.

I can tell you, Mr. Speaker, that providing availability, accessibility, and participation in the school breakfast program are some of the best ways to support the health and educational potential of children, particularly low-income children. In my own State of Wisconsin, we saw a significant increase in school breakfast participation with a 25.3 percent growth rate, and this is largely due to our efforts in our State to implement universal classroom breakfasts in most of our Milwaukee public elementary schools.

Let me conclude by saying this and reminding the body of this, Mr. Speaker, that though our country is in the midst of a tough economic time, no child in our community or across the country should ever go to school hungry. When our children are able to eat quality meals in the morning, we see improvements in math and reading scores as well as cognitive skills. If our children are going to be able to compete in a global environment, we need to do everything we can to make sure that they succeed. It's clear that there is a definite need for school breakfast programs right alongside our educational programs.

Mr. GUTHRIE. Mr. Speaker, I reserve the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I am pleased to yield 2 minutes to the gentlewoman from Pennsylvania, Congresswoman DAHLKEMPER.

Mrs. DAHLKEMPER. Mr. Speaker, I rise today in support of House Resolution 210, supporting the goals and accomplishments of the National School Breakfast Program.

The National School Breakfast Program continues to play an important role in the health and educational development of our Nation's children by giving them a nutritious start every morning.

Research has shown that students who eat breakfast are more likely to show academic improvement and be more attentive in the classroom, but having access to a nutritious breakfast also does something else as important. The National School Breakfast Program is at the heart of promoting healthy lifestyle choices for our children. They learn the importance of healthful food choices that can prevent further complications of obesity, type 2 diabetes, and other lifestyle diseases.

Healthy kids make healthy adults, and that is why I am proud to support this resolution and urge my colleagues to support it also.

□ 1430

Ms. WOOLSEY. I would like to know if the gentleman from Kentucky has any further speakers?

Mr. GUTHRIE. Mr. Speaker, I have no further speakers, and I yield back the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I urge my colleagues to support this resolution to recognize the important role the National School Breakfast Program plays in the education and health of our Nation's children.

I would like to say that it's obvious that if you eat a good breakfast you are much better prepared to learn, to focus, to behave yourself, even want to come to school, you want to be there on time. I can tell you from the breakfast pilot program that President Clinton signed into law that was my legislation, and the six districts around the country that had the program in effect for 3 years, it proved itself.

The administrators thought it was the best thing, the principals thought it was the best, the teachers and the kids loved it, and they were provided a balanced meal. I remember going to one of the schools in my district during the breakfast time, it was around 10:15 in the morning, they had been to their first classes and came out for this breakfast, all kids, not just poor. It had nothing to do with economic status.

There was a group of fifth and sixth graders sitting around the table, and I went over to talk to them and I said, what are you guys talking about? And they said, we're talking politics. I mean, they were having the best time. They were thinking. They were excited. Some of them ate two breakfasts every day because their parents actually fed them breakfast. That was the downside of the program was that all these kids didn't have to have breakfast, but we learned later that middle school and high school are the kids that really don't eat breakfast.

So we are going to be working and building on this program and ensuring that in the United States of America, the wealthiest country on the globe, we will, indeed, be able to feed all of our children so that they are the best learners this country can provide.

Mr. SPACE. Mr. Speaker, this Resolution underscores the importance that the National School Breakfast Program has for classroom participation and student performance. The recent increase in children and families needing food assistance highlights the continuing necessity of these programs to keep America's students healthy, attentive and productive in school. More resources are needed in order to provide low-income children with the same opportunities for educational success as their peers. These efforts are critical to decreasing the hunger problems in our country while working to increase educational attainment levels.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by

the gentlewoman from California (Ms. WOOLSEY) that the House suspend the rules and agree to the resolution, H. Res. 210.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. WOOLSEY. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

CONGRATULATING NATIONAL ASSESSMENT GOVERNING BOARD

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 222) congratulating the National Assessment Governing Board on its 20th Anniversary in measuring student academic achievement.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 222

Whereas the National Assessment Governing Board (the Governing Board) is an independent, bipartisan board created by Congress in 1988 to set policy for the National Assessment of Educational Progress (NAEP), commonly known as "The Nation's Report Card";

Whereas the Governing Board is made up of 26 members, including Governors, State legislators, local and State school officials, educators, researchers, business representatives, and members of the general public;

Whereas when Congress established the Governing Board to oversee The Nation's Report Card, it ensured that the NAEP would be conducted independently and free from inappropriate influences and special interests;

Whereas in overseeing The Nation's Report Card, the Governing Board identifies subjects to be assessed, determines the content and achievement levels for each assessment, and approves all assessment questions;

Whereas The Nation's Report Card is conducted as a representative sample and currently includes National NAEP assessments (which assess the performance of students in grades 4, 8, and 12 in reading, mathematics, writing, science, U.S. history, geography, and other subjects), State-by-State assessments (which are administered to students in grades 4 and 8 to assess performance in reading, mathematics, writing, and science), Trial Urban District assessments (which report on the achievement of 4th and 8th grade students in 18 urban school districts that participate in reading, mathematics, writing and science assessments), and long-term trend assessments (which are administered nationally every 4 years to students ages 9, 13, and 17 to assess performance in reading and mathematics);

Whereas State participation in NAEP assessments is voluntary with the exception of reading and mathematics assessments, which States are required to administer to public school students in grades 4 and 8 every 2 years in an effort to measure student performance in reading and mathematics;

Whereas all students who participate in NAEP do so on a voluntary basis and NAEP is forbidden by law to maintain or report information on individual students or schools;